

Project|SEARCH Embassy Suites-Rockford

Candidate Information & Application Packet 2022-2023

Application Purpose & Guidelines

The purpose of this application packet is to outline the skill set of the Project SEARCH candidate. This application enables the Selection Committee to properly assess each candidate's interests, skills, abilities, and background. A parent, student, counselor, teacher, or employer may be contacted by the Selection Committee to gather additional information. Our goal is to select students who will be successful in completing the Project SEARCH program and reaching the outcome of competitive employment.

The Selection Process includes the following steps:

Submit the completed application to the address on the last page of this application packet by February 25th

1. The Selection Committee will review all applications and complete a family phone interview prior to Assessment Day. Selected students will be asked to attend an Assessment Day as a second round of review.
2. After Assessment Day, all students' applications and assessment will be evaluated and scored and students will officially be selected.
3. If accepted, an IEP/Transition Plan will be developed with Project SEARCH as the placement with the IEP team for the 2022-23 school year. If enrolled in Project SEARCH, this will be the student's final year of school.
4. If accepted, students must pass a criminal background check, drug screen, employment physical, provide up to date immunization records, and TB testing.
5. If accepted, there will be a meeting with RAMP staff for an intake that will be done over the summer months.

Selection Priorities:

- Students who desire to gain competitive employment at the end of the Project SEARCH program.
- 18 – 21 age range.
- Students who have finished their necessary credits for graduation/certification.
- Students who will benefit from participation in a variety of internships.
- Students who are interested in using public transportation to access work and the local community.
- Families that support and encourage their child in gaining independence and employment.



Project SEARCH Application Packet Checklist

PLEASE NOTE

ALL THE REQUIRED DOCUMENTS MUST BE COMPLETED AND SENT TOGETHER FOR THE APPLICATION TO BE CONSIDERED. IF YOU NEED ASSISTANCE COMPILING THIS INFORMATION, PLEASE CONTACT YOUR SCHOOL DISTRICT STAFF.

- Completed Application Packet
- Current individualized education plan including Transition Plan & Goals (submitted by school district)
- High School Transcript (submitted by school district)
- Attendance Record (submitted by school district)
- School Personnel Survey - attached
- Parent/Guardian/Support Person Survey - attached
- Legal guardianship paperwork required if applicable

It is required that you provide the completed packet and required documents to your school case manager.

Return completed packet to:

Kim Schelling, schellk@rps205.com

393 Ivyleaf Court Roscoe, IL 61073



The following section, pages 4-8 are to be completed by the applicant.



Applicant information

Name: _____
First Middle Last

Address: _____
Street City Zip Code

Home Phone: _____ Cell Phone: _____

Email: _____ High School: _____

Date of Birth: _____

Social Security # _____ (Required to enroll)

Please list your school case manager _____

Applicant age at start of program as of, August 2022: _____

Is the applicant their own Guardian? Yes or No (Please provide documentation if NO)

Has applicant applied to Project SEARCH previously? Yes or No

Parent/Guardian Information

Name(s): _____

Address: Same as above if not provide address below:

_____ Zip Code
Street City

Home Phone: _____ Cell Phone: _____

Email: _____ Relationship to Applicant: _____



Work History

Use the chart below to list any volunteer work, non-paid training, and paid work you have had.

Workplace	Dates of work	Work duties	Non-paid or paid?

The goal of Project SEARCH is for you to get a job where you:

- Work in an integrated setting. This means you work with people with and without disabilities.
- Are paid the typical wage for the job.
- Work at least 16 hours each week (with the goal to work full time)

Are you willing to work 16 or more hours a week in an integrated setting after you finish Project SEARCH?

Where would you like to work after you finish Project SEARCH?

Does your family support your work goals?

Additional Questions



Please respond to the following questions in your own words. If someone is assisting you in completing this application, please ask that person to write your responses to the following questions in your own words. If you need additional space or wish to type your answers, please attach a separate piece of paper.

What are your greatest areas for improvement and what things have you done to accommodate or make improvement?

Why do you want to become a Project SEARCH Intern?

Please share with us any concerns you have participating in Project SEARCH and/or working in the community.

Where do you see yourself in 5 years?

Participation in the Program

Project SEARCH follows a schedule, requiring interns to be at the business site, Embassy Suites, for 6 hours daily.

Are you able to participate Monday through Friday from 8:30 AM till 2:30 PM?

Yes No If no, please explain:



If you take medications during these hours, are you able to administer them on your own?

Yes No If no, please explain:

Service Agencies

Do you have a Vocational Rehabilitation (VR) counselor?

Yes or No If yes, please provide the name and phone number of your counselor:

Name: _____ Phone: _____

Are you receiving Home Based Supports/funding through DHS – Division of Developmental Disabilities?

Yes or No

If no, are you on the PUNS (Prioritization of Urgency of Need for Services) waiting list?

Yes or No

Do you receive services from other agencies? Yes or No

If yes, please list those agencies and whom you work with there:

Transportation

The primary purpose of the Project SEARCH program is to provide interns the opportunity for solid career exploration while developing skills essential to obtaining competitive employment and achieving success. As such, this transition program encourages interns to work towards independence, and that translates to feeling confident in managing transportation to and from work as independently as possible.

When an applicant is offered and accepts a placement in Project SEARCH, it is critical that the applicant and those in his/her support system explore transportation options and, if necessary, identify and access travel training resources **prior to the start of the program year**. For interns who are traveling from areas without public transportation, the sponsoring school may assist in removing transportation barriers.



Please check all that apply:

- I know how to use public transportation.
- I am willing to learn to use public transportation.
- I use a door to door or paratransit system.
- I have a family member/support person who is willing to provide on-going transportation.
- I am eligible for transportation assistance through a local or state program.
- I plan to use district provided transportation.
- I have my own driver's license and,
 - may be able to provide my own transportation to/from Project SEARCH.
 - am not able to provide my own transportation to/from Project SEARCH.
- Other transportation options I have identified are:

Application Completion

The person assisting (if applicable) the student to complete this application is:

Name: _____ Relationship: _____

Date: _____ Phone: _____

Equal Opportunity

Project SEARCH placement will be made without regard to race, color, national origin, language of origin, disability, sexual orientation, gender identity or expression, or marital status.

Trial Period

A trial period ending October 17th will be required of all accepted enrollees. The applicant and/or parent/guardian (if applicable) agree to comply with this process. The applicant will abide by the Project SEARCH Handbook provided by Project SEARCH Staff.

Permission for Review of Information

Members from the Selection Committee will have access to the following:

- Application and any attachments
- Reference feedback designated on this application
- Records provided by references designated on the application
- Additional documentation needed

By signing below, I authorize these individuals to review this information and contact references for the purpose of informing the selection process.

Applicant Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



The following section, pages 10-11 are to be completed by the student's parent, guardian, or support person



Parent/Guardian/Support person survey

Applicant Name

Date

Person Completing Survey

Relationship

By checking this box you acknowledge that this is a year round program that utilizes school breaks as part of the program.

Not all of the sections or choices in this survey may be directly relevant to the applicant, but please complete those sections and choices that best reflect your concerns and thoughts about adult life for the applicant. Completing this survey will help the Project SEARCH Embassy Suites team to better understand yours and the applicant's expectations for the future.

Additional Questions

1. In what areas does the applicant have the greatest room for improvement? (EX. Goal setting, decision making, budgeting)

2. Are there any additional support people that are involved in the applicant's life? If so, how can they provide input to the selection committee in regards to the applicant? Please explain.

3. Please explain how you intend to support your intern throughout Project SEARCH and into employment?

4. There are various meetings throughout the year that will be mandatory for a family member and/or guardian to attend, do you have any concerns with this?

5. Does the applicant have any current or future commitments that would interfere with the Project SEARCH program or future employment?



CAREER & EMPLOYMENT

1. Following the completion of the Project SEARCH program, you anticipate the applicant will work in:

- | | |
|--|---|
| <input type="checkbox"/> full time employment | <input type="checkbox"/> center/workshop |
| <input type="checkbox"/> part time employment | <input type="checkbox"/> volunteer work |
| <input type="checkbox"/> supported employment/with job coach | <input type="checkbox"/> do not expect my child to work |
- other: _____

2. What type of work is the applicant interested in:

Do you feel that this a realistic goal? YES or NO

4. What type of employment do YOU think he or she would excel in?

6. What type of support or assistance do you think the applicant will need in finding and maintaining a job? (check all that apply)

- will not need any support
- assistance only when problems or new situations arise
- help finding a job
- on-going support to perform the job (personal care assistance)
- time limited support to learn the job (extra training)
- long term support needed to learn the job (ongoing training)

TRANSPORTATION

How will the applicant get to the program site and to employment after the program?

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> bicycle | <input type="checkbox"/> own car |
| <input type="checkbox"/> walk | <input type="checkbox"/> city cab/uber |
| <input type="checkbox"/> carpool | <input type="checkbox"/> getting rides with family/friends |
| <input type="checkbox"/> city bus | <input type="checkbox"/> other: _____ |



The following section pages 13-17 are to be completed by referring school district.



School District Information

Case manager or referral source name: _____

School counselor Name/Email/Phone #: _____

Agency/School: _____

Phone Number: _____ Email: _____

Date: _____ Title: _____

Referral Signature: _____

Does the student have the necessary credits for graduation or certificate of completion (year years of high school)? Yes or No (please circle)

School Administrator Approval Signature: _____

Date: _____ Title: _____

School Personnel Survey

To School Personnel: Thank you for supporting your Project SEARCH applicant! Please take a few moments to respond to each section. The purpose of issuing this survey is to gain further insight about our applicants, to supplement information provided in the application, and to help guide discussion during the interview process. Your candid responses are invaluable and appreciated!

Please select one or more box and provide comments for each section		Comments
Commitment to Community Employment	<input type="checkbox"/> Very committed to finding employment <input type="checkbox"/> Interested in finding employment <input type="checkbox"/> Unsure about working <input type="checkbox"/> Not interested in working	
Attendance	<input type="checkbox"/> No attendance concerns <input type="checkbox"/> Only absent when it is an excused absence <input type="checkbox"/> Misses school frequently <input type="checkbox"/> Attendance is an area of concern	



<p>Independent Daily Living and Self Care Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> applicant practices and demonstrates daily living and self-care skills and is also able to take care of self-care needs independently. <input type="checkbox"/> applicant demonstrates basic proficiency in daily living skills and self-care skills including toileting, feeding, taking meds, bathing, etc. <input type="checkbox"/> applicant has participated in limited or informal training for daily living and self-care skills. S/he can demonstrate minimal skills in those areas including feeding and toileting. <input type="checkbox"/> applicant has very poor or not independent daily living and self-care skills and relies on parents and staff for basic needs. 	
<p>Appearance and Professional Presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> applicant possess good personal hygiene skills and will arrive to Project SERACH neat and clean according to dress code and weather <input type="checkbox"/> applicant is neat, clean, and well-groomed but does not always make appropriate clothing choices based on dress code and weather. <input type="checkbox"/> applicant wears neat and clean clothing and has appropriate grooming on most days. <input type="checkbox"/> applicant requires assistance in making sure clean clothes are worn daily 	
<p>Appropriate Social and Behavioral Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> applicant displays appropriate social and behavioral skills in all situations. <input type="checkbox"/> applicant displays appropriate social and behavioral skills in most situations. <input type="checkbox"/> applicant is appropriate in the presence of adult supervision but is not independent. <input type="checkbox"/> applicant frequently displays inappropriate social/ behavioral skills 	
<p>Interpersonal Communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> applicant uses appropriate tone of voice, body language, and conversation topics. <input type="checkbox"/> applicant engages in conversation independently but the topic is inappropriate. <input type="checkbox"/> applicant engages in some conversation with prompts <input type="checkbox"/> applicant has minimal understanding of interpersonal relationships 	

Verbal Communication	<input type="checkbox"/> applicant is able to communicate with others and be understood easily <input type="checkbox"/> applicant can be understood with 1-2 repetitions or when asked to speak more clearly <input type="checkbox"/> applicant is able to communicate effectively using assistive technology. <input type="checkbox"/> applicant is unable to communicate clearly with others with or without assistive technology.	
Problem Solving and Conflict Resolution	<input type="checkbox"/> applicant possesses good problem-solving skills and initiates problem solving independently <input type="checkbox"/> applicant possesses good problem-solving skills. <input type="checkbox"/> applicant has demonstrated capacity to expand problem solving and conflict resolution skills. <input type="checkbox"/> applicant has difficulty in problem solving and conflict resolution	
Physical Ability Mobility Stamina	<input type="checkbox"/> applicant has the mobility and stamina to perform all tasks independently. <input type="checkbox"/> applicant can perform most tasks without taking breaks <input type="checkbox"/> applicant has significant challenges but is able to perform tasks with accommodations and or limited assistance. <input type="checkbox"/> applicant has significant mobility and stamina challenges.	
Pace and Work Quality	<input type="checkbox"/> applicant is able to achieve both quality and quantity of work, is organized and completes work according to deadlines. <input type="checkbox"/> applicant can achieve appropriate work pace but quality suffers. <input type="checkbox"/> applicant seldom gets work finished in allotted time period because student is overly methodical. <input type="checkbox"/> applicant seldom gets work finished in allotted time period because of low motivation.	

Prior Work Experience	<input type="checkbox"/> applicant has had competitive work experience <input type="checkbox"/> applicant has volunteer experience <input type="checkbox"/> applicant has had one or more in school work experience <input type="checkbox"/> applicant has no prior work experience	
Academic Skills	<input type="checkbox"/> All academic skills are above a 4 th grade level <input type="checkbox"/> Student can read and comprehend material at or above a 2 nd grade level <input type="checkbox"/> Student has some basic academic skills such as file using two to three digits with numbers or letters <input type="checkbox"/> Student cannot read or do simple computations.	
Computer Skills	<input type="checkbox"/> applicant can utilize Microsoft products, can save, edit and retrieve documents with basic proficiency <input type="checkbox"/> applicant can utilize some Microsoft products at a beginner level <input type="checkbox"/> applicant can access internet, utilize search engines for information and for entertainment. <input type="checkbox"/> applicant has no computer skills	
Please comment on the applicant's interest in completing training for a career path:		
Please describe particular strengths that the applicant is likely to bring to the work environment:		

Please describe particular challenges that the applicant may experience in the work environment:

Type of successful placement envisioned:

Other comments:

Please return this completed questionnaire by February 25th via email or mail:

Kim Schelling, schellk@rps205.com
393 Ivyleaf Court Roscoe, IL 61073

